



# AR Leader Excellence and Development System (LEADS) Professional Growth Plan (PGP) – Form B

Year: 2012-2013 Principal: John Doe School: Any

Directions: Use the AR LEADS Rubric when completing this form.

## Professional Growth Target

<b>School or District Problem of Practice:</b>  <i>Description: A Problem of Practice includes an area of concern involving student performance supported by multiple data sources and a review of current practices that may contribute to the area of concern.</i>	Our Arkansas Augmented Benchmark Examination and our district quarterly assessment data indicates that a vast majority of our students are not proficient when required to generate an answer and defend it using details from a nonfiction text. However, students scored well on comprehension of non-fiction text on the multiple-choice items in both assessments. This discrepancy is possibly due to a lack of appropriate instruction and subsequent opportunities to practice with argumentative writing rather than a problem with comprehension as a whole.	
<b>School-Wide Strategy:</b>  <i>(Collaboratively developed plan to address problem of practice)</i>	Students will be given monthly school-wide prompts, using a common rubric, practicing defending answers using contextual evidence.	
<b>ACSIP Goal in SMART Format:</b>  <i>(Specific, Measurable, Attainable, Realistic, Timely)</i>	During the 2012-2013 school year, the school will meet or exceed the Performance Annual Measurable Objective (AMO) in Literacy for ALL students and for Targeted Achievement Gap Group (TAGG).	
<b>AR Principal Evaluation System Standard:</b>  <i>(List specific AR Principal Evaluation System Standard below.)</i>	<b>2</b>	<b>Function:</b> <i>(List functions below.)</i>
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	2D. Supervise instruction  2I. Monitor and evaluate the impact of the instructional program	



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## Theory of Action

Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
<p>If I take the following actions:</p> <ol style="list-style-type: none"> <li>Update my knowledge on literacy strategies to support students' ability to generate an answer and defend it using details from nonfiction text</li> <li>Facilitate implementation of a peer- coaching process (teachers working with teachers) that includes <ul style="list-style-type: none"> <li>Implementation of open response strategies for nonfiction (includes focus on how teachers write quality prompts and how students respond to the prompts)</li> <li>Action research to determine the effectiveness of these strategies.</li> </ul> </li> <li>Support all teachers through formal and informal observations providing focused feedback on strategies being implemented to support student success in generating answers and defending their answers using details from a nonfiction text</li> </ol>	<p>Then I expect to see <u>staff</u>:</p> <ol style="list-style-type: none"> <li>Enhance utilization of differentiated instructional strategies to teach students to generate an open response answer and defend it using details from a nonfiction text</li> <li>Employ reading comprehension strategies focused on open response in all content areas</li> <li>Make appropriate adjustments in teaching strategies based on student performance data from formative assessments that are focused on open responses to nonfiction text</li> </ol>	<p><u>Staff</u> data source:</p> <ol style="list-style-type: none"> <li>Weekly lesson plans that include non-fiction reading materials and differentiated instructional strategies being implemented to support students' abilities to generate an answer and defend it using details from a nonfiction text</li> <li>Recorded formative observations results that concentrate on instructional strategies being implemented to support students' abilities to generate answers and defend them using details from a nonfiction text</li> </ol>
	<p>Then I expect to see <u>students</u>:</p> <ol style="list-style-type: none"> <li>Actively engaged in differentiated learning opportunities focused on open response</li> <li>Actively engaged in successfully generating and defending open response answers to nonfiction text</li> </ol>	<p><u>Student</u> data source:</p> <ol style="list-style-type: none"> <li>Monthly formative assessments in each grade level and a variety of samples of students' open responses to nonfiction text from various student sub-groups</li> <li>Student outcomes from the action research data (monthly assessment results and district quarterly assessments)</li> <li>Arkansas Benchmark Examination sections on open response to nonfiction text</li> </ol>



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### What steps are needed to ensure successful implementation of the leadership strategies?

1. During August 2012, the principal will begin an independent study of strategies that support students' abilities to respond to questions on nonfiction text.
2. During September 2012, the faculty and the principal will view and discuss the DVD "Peer Coaching: Another Set of Eyes." As this DVD is viewed, the group will collaborate on how to immediately apply the peer coaching components regarding differentiated instruction and literacy strategies to support students' abilities to generate an answer and defend it using details from a nonfiction text.
3. During September 2012, the faculty and principal will review and subsequently begin the implementation of best practices regarding effective strategies to support students' abilities to generate an answer and defend it using details from a nonfiction text.
4. During October 2012, the principal will begin walk-throughs specifically focused on the implementation of effective literacy strategies. (These walk-throughs are conducted on a weekly basis throughout the remainder of the year).
5. Beginning in October, grade level teams will monitor the results of monthly formative assessments that concentrate on students' abilities to generate an answer and defend it using details from a nonfiction text.
6. Beginning in October 2012, the principal and a team of teachers will design an action research study.
7. Beginning in October 2012, the faculty and principal will begin to have biweekly meetings to review progress as measured by the weekly formative assessment results and address any questions and concerns regarding the ongoing implementation of research-based strategies to enhance students' ability to construct open-responses to non-fiction text.
8. In March 2013, the results of the action research study will be shared with the staff and community.

Principal/Assistant Principal Name: \_\_\_\_\_

Principal/Assistant Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_